



Behaviour management contract (parental agreement)

At Bright Futures School we know that our pupils' developmental difficulties caused by their autism mean that they haven't always got the special flexible thinking skills that they need when making decisions and communicating.

When difficulties occur, it's often not that they won't do something, it's that they can't.....because they haven't yet developed these higher level thinking skills. Our whole school approach is geared towards helping our pupils develop the thinking skills they need in order to communicate and understand the world better.

We also know that our pupils' autism means that they have difficulty managing uncertainty – which often manifests itself in a need to control situations. At school, our teaching staff are in charge and they use a variety of methods that they have been trained in, in order to set limits and negotiate boundaries with children who, because of their condition, often feel the need to test limits and boundaries.

These include:

- Solving problems collaboratively with the pupils themselves
- Supporting pupils to take a time out if they are emotionally dysregulated
- Waiting for a pupil to come back within limits before moving on to another activity
- Imposing sanctions* when a child fails to stop undesirable behaviour, after 2 warnings.

We also encourage and reward positive behaviour and positive thinking by:

- Praising pupils when they have competently overcome a challenge or solved a problem
- Taking photographs of a pupil's achievement to include in their learning journey book to help build positive memories of competence
- Implementing reward systems where appropriate, whilst pupils develop their thinking and reflection skills

Staff will only physically restrain a pupil if the child is a danger to him/herself or to other pupils, staff or members of the public.

Our whole approach is about preventing the need for physical restraint by using the strategies described above.

* Sanctions may include withdrawal of a pupil's preferred activity, such as time on the computer during break time for a minor breach of limits or barring from a favourite activity such as cycling or swimming, for a more serious breach.

For a major breach (to be determined at the discretion of staff), it may be necessary to exclude a pupil for half a day to three days.

I agree to the limit setting and behaviour management strategies outlined above being used at school with my child.

Name of parent

Parent's signature

Name of child

Date

School staff member.....